

**Addendum**  
**BUUSD Board Meeting**  
**June 1, 2026**



# **BUUSD 2026-27 CONTINUOUS IMPROVEMENT PLAN**

Presented to the BUUSD School Board

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# WHAT IS THE CIP – AND WHY IT MATTERS

## A LIVING FRAMEWORK, NOT A CHECKBOX

The CIP is a **framework for collective learning** and systemic improvement – designed to evolve with our schools and communities.

## ROOT CAUSES OVER SURFACE SYMPTOMS

Effective CIPs move beyond surface-level fixes, using data to drive **honest, equity-focused conversations** about what students need.

## SHARED GOALS, LOCAL STRATEGIES

This year's plan is built on **shared district goals** with school-specific strategies tailored to each community's unique context.



# HOW THE CIP IS BUILT: DISTRICT & SCHOOL ROLES

## DISTRICT – "TIGHT"

Sets system-wide goals, outcome measures, and accountability checkpoints – consistent across all schools.

- Defines non-negotiable targets
- Establishes shared metrics
- Ensures system-wide alignment

## SCHOOLS – "FLEXIBLE"

Guiding Coalitions develop evidence-based strategies and action steps, to achieve each goal locally.

- Evidence-based local strategies
- Community-responsive action steps
- School-level resource planning



This dual approach ensures **strategic alignment** and **meaningful flexibility** across BCEMS, BTMES, and SHS.

# DISTRICT GOALS #1 & #2 – SAFE & HEALTHY SCHOOLS

## GOAL #1 – ATTENDANCE

**Target:** By June 2027, no more than **20% of students chronically absent** district-wide.

**Measure:** Chronic absenteeism rates tracked at predetermined checkpoints via Panorama & IC.

## GOAL #2 – SEL SELF-EFFICACY

**Target:** By June 2027, **55% of students report high Self-Efficacy** on the SEL Survey.

**Measure:** SEL Survey data collected 3x per year – Fall, Winter, and Spring.

# SCHOOL BASED STRATEGIES:

## SAFE & HEALTHY SCHOOLS GOALS #1 & 2

### PK-4

- Implementing evidence-based, tiered frameworks to encourage positive student behavior, improve school safety, & create a supportive learning environments
- Morning Meeting/Advisory Practices
- SEL-B by School Counselors in elementary classrooms.
- Attendance: Identify “early warning” times and screen for families through our student support systems to contact families and identify barriers to consistent attendance
- Utilize the “check and connect” intervention with students who experience challenges with attendance
- Faculty meeting trainings in the concept of self-efficacy for students and strategies we can use in feedback, assessments, and reflection to build this in students.

### 9-12+

- Elevating student voice (Student Council, Up for Spaulding, S.H.A.R.K.S)
- Earlier intervention and communication with families regarding attendance
- Use of mastery experiences to increase students self efficacy (Bandura) and Fostering student self reflection using academic quality criteria
- Create an environment where academic risk-taking feels safe.
- Explicit SEL instruction. Name and practice the skills the survey measures (CASEL).

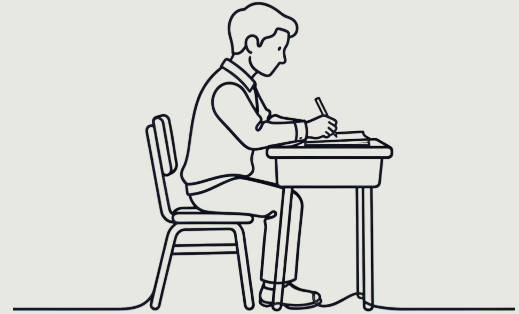
# DISTRICT GOALS #3 & #4 – ACADEMIC PROFICIENCY

## GOAL #3 – MATH

By June 2027, **80% of students meeting or exceeding proficiency** on Renaissance Star Math.

## GOAL #4 – ELA

By June 2027, **80% of students meeting or exceeding proficiency** on Renaissance Star Reading.



**Measure:** Renaissance Star 360 assessments administered 3x per year – Fall, Winter, and Spring – across all schools.

# DISTRICT GOAL #5 – EARLY LITERACY (GRADES K-3)

BCEMS & BTMES



## TARGET

By June 2028, **80% of students in grades K-3 will be reading at proficiency levels**, as measured by local and state assessments.

## ALIGNMENT

This goal is aligned with **Act 139** – Vermont's early literacy legislation.

## MEASURES

- Star Early Literacy
- Other diagnostic reading assessments

# SCHOOL BASED STRATEGIES:

## ACADEMIC GOALS # 3 (MATH), # 4 (ELA), & #5 (EARLY LITERACY) DISTRICT WIDE (ALL SCHOOLS)

- ❑ K-8 Math & ELA District Proficiency Scales aligned to Common Core Standards
- ❑ 5th-12th Science Proficiency Scales aligned to the NGSS Standards
- ❑ District K-8 Math & ELA Scope and Sequence Development
- ❑ Dedicated & Structured Collaboration Team meetings and Professional Learning Group time for data analysis and instructional decision making cycles
- ❑ Needs based professional development and learning time based on evidence based best practices of instruction
  - ❑ LETRS : The Science of Reading & Structured Literacy
  - ❑ Brain Based Math Instruction & Math Lesson Studies focused on pedagogical strategies
- ❑ Panorama Student Success Data Platform

# SHS/SEA GOAL – COLLEGE & CAREER READINESS

SPAULDING HIGH SCHOOL



## TARGET

By June 2027, **100% of graduating seniors** will demonstrate college or career readiness by graduating with a documented plan.



## MEASURE

Graduation with a **documented college or career plan** on file for every graduating senior.



## PERSONALIZED PATHWAYS

Focus on **cross-disciplinary, 21st-century skills** and individualized post-secondary planning for every student.



## STRATEGIES

Create a PLP structure that includes interest surveys, opportunities to incorporate WBL, credentialing, career and technical education, dual enrollment, early college and other flexible pathways



# PROGRESS MONITORING: MONITOR, REFLECT, ADAPT

Our Continuous Improvement Plan isn't static; it's a living document that guides ongoing reflection and adaptation based on evidence. Progress will be monitored at scheduled checkpoints 3x next year.

**1**

## IMPACT VS. IMPLEMENTATION

We assess both **what** was done (implementation fidelity) and **its effect** (impact on student outcomes). This distinction is crucial for understanding what truly drives success.

- **High Implementation / High Impact:** Scale success to other areas.
- **High Implementation / Low Impact:** Use tools like the [5 Whys Worksheet](#) to diagnose underlying causes.

**2**

## THE BIG PICTURE: STAFF ENGAGEMENT

We'll highlight staff engagement throughout the year, celebrating how educators have embraced and driven CIP implementation in their daily practice. Sharing these stories fosters collective ownership.

**3**

## A BRIGHT SPOT: SCALING SUCCESS

Identify specific areas (classrooms, grade levels) where the CIP is yielding significant improvements. We'll examine the evidence and develop strategies to replicate and scale these successes across the district.

**4**

## NEXT STEPS: LEADERSHIP IN ACTION

Based on monitoring and reflection, we'll define actionable next steps. This includes identifying work that still needs to be done and specific leadership actions to ensure continued momentum and successful implementation.

## 26-27 BCEMS CIP Goals

Goal Number	School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)	Outcome Measures (directly related to goal)	Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation	Fiscal, human, other resources (or investments) needed to support implementation
#1 Safe and Healthy Schools	By June 2027, Barre City Elementary & Middle School will achieve an overall attendance rate where no more than 20 % of students are chronically absent.	Primary Data Measures: IC Attendance Data & Panorama Attendance Data	<ul style="list-style-type: none"> <li>● PBIS</li> <li>● Universal Tier 1 research based SELB frameworks</li> <li>● Morning Meeting/Advisory</li> <li>● SEL-B by School Counselors in elementary classrooms.</li> <li>● Attendance: Identify “early warning” times and screen for families through our student support systems to contact families and identify barriers to consistent attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Elementary Social Worker</li> <li>● Middle School Social Worker</li> <li>● Train teams in Universal Tier 1 research based SELB frameworks</li> <li>● Staffing (people) to provide adults for check and connect.</li> <li>● Panorama Student Success Platform</li> </ul>
#2 Safe and Healthy Schools	By June 2027, the percentage of students reporting high Self-efficacy on the SEL Survey will increase to 55%.	Primary Data Measure: Panorama SEL Survey (given 3x a year)	<ul style="list-style-type: none"> <li>● PBIS</li> <li>● Universal Tier 1 research based SELB Programming</li> <li>● Morning Meeting/Advisory</li> <li>● SEL-B by School Counselors in elementary classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● Elementary Social Worker</li> <li>● Middle School Social Worker</li> <li>● Train teams in Universal Tier 1 research based SELB frameworks</li> <li>● Staffing (people) to provide adults for check and connect.</li> <li>● Panorama Student Success Platform</li> </ul>

<p>#3 Academic Proficiency</p>	<p>By June 2027, the percentage of students meeting or exceeding proficiency on Ren Star Math will increase to 80%.</p>	<p>Local Assessment Plan (Benchmark &amp; Diagnostic Assessments)</p> <p>VTCAP Statewide Assessments</p>	<ul style="list-style-type: none"> <li>● Proficiency Scale alignment to Common Core Standards and district wide Scope &amp; Sequence development</li> <li>● Provide evidence based professional development for teachers to enhance their math instruction skills and strategies.</li> <li>● Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in math.</li> <li>● Build a robust MTSS system to effectively identify and respond to student needs affecting attendance and academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>● K-8 Math District Proficiency Scales aligned to Common Core Standards</li> <li>● District Math Scope and Sequence</li> <li>● Collaboration Team Time and Professional Learning Group time for data analysis</li> <li>● Professional development and learning time based on evidence based best practices of instruction</li> <li>● Panorama Student Success Data Platform</li> <li>● Teacher leader stipend for curriculum work BCO</li> <li>● Supplemental instructional resources and/or subscriptions</li> </ul>
<p>#4 Academic Proficiency</p>	<p>By June 2027, the percentage of students meeting or exceeding proficiency on Ren Star Reading will increase to 80%.</p>	<p>Local Assessment Plan (Benchmark &amp; Diagnostic Assessments)</p> <p>VTCAP Statewide Assessments</p>	<ul style="list-style-type: none"> <li>● Proficiency Scale alignment to Common Core Standards and district wide Scope &amp; Sequence development</li> <li>● Provide evidence based professional development for teachers to enhance their ELA instruction skills and strategies aligned to structured literacy and the science of reading.</li> <li>● Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in ELA.</li> <li>● Incorporating evidence-based science of reading components, such as phonics instruction, vocabulary development, and comprehension strategies, into daily instruction.</li> <li>● Build a robust MTSS system to effectively identify and respond to student needs affecting attendance and academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>● K-8 ELA District Proficiency Scales aligned to Common Core Standards</li> <li>● District ELA Scope and Sequence that includes writing, grammar, etc. and addresses all aspects of the CCSS</li> <li>● Collaboration Team, Professional Learning Group, and Guiding Coalition time for data analysis</li> <li>● Professional development and learning time based on evidence based best practices instruction - structured literacy and the science of reading.</li> <li>● Panorama Student Success Data Platform</li> <li>● Teacher leader stipend for curriculum work BCO</li> <li>● Supplemental instructional resources and/or subscriptions</li> </ul>

<p>#5 Reading Proficiency</p>	<p>By the end of June 2028, 80% of students in grades K-3 will be reading on proficiency levels, as measured by local and state assessments.</p>	<p>Local Assessment Plan (Benchmark &amp; Diagnostic Assessments)</p> <p>Targeted instruction progress monitoring data</p>	<ul style="list-style-type: none"> <li>● Proficiency Scale alignment to Common Core Standards and district wide Scope &amp; Sequence development</li> <li>● Provide evidence based professional development for teachers to enhance their ELA instruction skills and strategies aligned to structured literacy and the science of reading.</li> <li>● Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in ELA.</li> <li>● Incorporating evidence-based science of reading components, such as phonics instruction, vocabulary development, and comprehension strategies, into daily instruction.</li> <li>● Build a robust MTSS system to effectively identify and respond to student needs affecting attendance and academic achievement.</li> </ul>	<ul style="list-style-type: none"> <li>● K-8 ELA District Proficiency Scales aligned to Common Core Standards</li> <li>● District ELA Scope and Sequence that includes writing, grammar, etc. and addresses all aspects of the CCSS</li> <li>● Collaboration Team, Professional Learning Group, and Guiding Coalition time for data analysis</li> <li>● MTSS Team to organize school wide initiatives and programs</li> <li>● Professional development and learning time based on evidence based best practices instruction - structured literacy and the science of reading.</li> <li>● Panorama Student Success Data Platform</li> <li>● Teacher leader stipends for curriculum work BCO</li> <li>● Supplemental instructional resources and/or subscriptions</li> </ul>
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**26-27 BTMES CIP Goals**

<b>Goal Number</b>	<b>School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)</b>	<b>Outcome Measures (directly related to goal)</b>	<b>Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation</b>	<b>Fiscal, human, other resources (or investments) needed to support implementation</b>
#1 Safe and Healthy Schools	By June 2027, BUUSD will achieve an overall attendance rate where no more than 20% of students are chronically absent.	Primary Data Measures: IC Attendance Data & Panorama Attendance Data	Attendance: Identify “early warning” times and screen for families through our student support systems to contact families and identify barriers to consistent attendance  Utilize the “check and connect” intervention with students who experience challenges with attendance	Staffing (people) to provide adults for check and connect. This can happen with existing staff as long as the bulk of our support positions are filled.  Panorama Student Success Platform
#2 Safe and Healthy Schools	By June 2027, the percentage of students reporting high Self Efficacy on the SEL Survey will increase to 55%.	Primary Data Measure: Panorama SEL Survey (given 3x a year)	Faculty meeting trainings in the concept of self-efficacy for students and strategies we can use in feedback, assessments, and reflection to build this in students.  The fourth grade will work with UP for Learning around the concept of self-efficacy and identity as a student in the 26-27 school year.	Project Aware funding for UP for Learning.  Panorama SEL Survey

<p>#3 Academic Proficiency</p>	<p>By June 2027, the percentage of students meeting or exceeding proficiency on Ren Star Math will increase to 80%.</p>	<p>Local Assessment Plan (Benchmark &amp; Diagnostic Assessments)  VTCAP Statewide Assessments</p>	<p>Proficiency Scale alignment to Common Core Standards and district wide Scope &amp; Sequence development</p> <p>Provide evidence based professional development for teachers to enhance their math instruction skills and strategies.</p> <p>Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in math.</p> <p>Build a robust MTSS system to effectively identify and respond to student needs affecting attendance and academic achievement.</p>	<p>K-8 Math District Proficiency Scales aligned to Common Core Standards</p> <p>District Math Scope and Sequence</p> <p>Collaboration Team Time and Professional Learning Group time for data analysis</p> <p>MTSS Team to organize school wide initiatives and programs</p> <p>Professional development and learning time based on evidence based best practices of instruction</p> <p>Panorama Student Success Data Platform</p> <p>Teacher leader stipend for curriculum work BCO</p> <p>Supplemental instructional resources and/or subscriptions</p>
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<p>#4 Academic Proficiency</p>	<p>By June 2027, the percentage of students meeting or exceeding proficiency on Ren Star Reading will increase to 80%.</p>	<p>Local Assessment Plan (Benchmark &amp; Diagnostic Assessments)</p> <p>VTCAP Statewide Assessments</p>	<p>Proficiency Scale alignment to Common Core Standards and district wide Scope &amp; Sequence development</p> <p>Provide evidence based professional development for teachers to enhance their ELA instruction skills and strategies aligned to structured literacy and the science of reading.</p> <p>Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in ELA.</p> <p>Incorporating evidence-based science of reading components, such as phonics instruction, vocabulary development, and comprehension strategies, into daily instruction.</p> <p>Build a robust MTSS system to effectively identify and respond to student needs affecting attendance and academic achievement.</p>	<p>K-8 ELA District Proficiency Scales aligned to Common Core Standards</p> <p>District ELA Scope and Sequence that includes writing, grammar, etc. and addresses all aspects of the CCSS</p> <p>Collaboration Team, Professional Learning Group, and Guiding Coalition time for data analysis</p> <p>MTSS Team to organize school wide initiatives and programs</p> <p>Professional development and learning time based on evidence based best practices instruction - structured literacy and the science of reading.</p> <p>Panorama Student Success Data Platform</p> <p>Teacher leader stipends for curriculum work BCO</p> <p>Supplemental instructional resources and/or subscriptions</p>
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<p>#5: Reading Proficiency</p>	<p>By the end of June 2028, 80% of students in grades K-3 will be reading on proficiency levels, as measured by local and state assessments.</p>	<p>Local Assessment Plan (Benchmark &amp; Diagnostic Assessments)</p> <p>Targeted instruction progress monitoring data</p>	<p>Continued use of Foundations (K-3) and Heggerty (K-2) curricula following standard pacing and scope/sequence suggestions across grade levels.</p> <p>Extensive instructional support via administration and coaches in the 26-27 school year focusing on exposure to text, connected text, and implementation/monitoring of expected structure of the literacy block at each grade level.</p> <p>Continued LETRS training: units 3 and 4</p> <p>Refocus on teaching with reduced technology: focus on person-to-person instruction and interaction</p> <p>Continued training in the PLC process and collaborative team structures to better support student literacy needs</p>	<p>Continued curriculum resource support of material, books, and decodable texts in classrooms aligned to the Science of Reading</p> <p>Appropriate training in literacy instruction and systems for administrators and coaches</p> <p>Continued funding for professional development for staff (LETRS extension to complete Units 3 &amp;4)</p>
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**26-27 SHS CIP Goals**

<b>Goal Number</b>	<b>School Prioritized Goals (include academic and safe, healthy school goals for all students AND targeted sub-groups if identified for TSI/ATSI)</b>	<b>Outcome Measures (directly related to goal)</b>	<b>Prioritized Evidence-based Strategies/Change Ideas, evidence level and research source citation</b>	<b>Fiscal, human, other resources (or investments) needed to support implementation</b>
#1 Safe and Healthy Schools	By June 2027, BUUSD will achieve an overall attendance rate where no more than 20% of students are chronically absent.	Absenteeism reports from Infinite Campus, Panorama, & SEA Dashboard systems (Include both the whole school and by grade level to help target information and interventions)	<ul style="list-style-type: none"> <li>● Use weekly reports to spot students struggling early and reach out to the family. <a href="#">LINK WWC</a></li> <li>● Clear communication with families regarding the importance of regular consistent attendance and the number of days the student is absent. (What works clearing house Tier 1)</li> <li>● Positive acknowledgement of students who are in school and arriving to classes on time using a PBIS style system. (What works clearing house Tier 3)</li> <li>● Build and use a tiered attendance intervention program through our MTSS system, acknowledging the difference between getting into the building and engaging in school. Engage the families in the process as much as possible.</li> <li>● Continue to strengthen youth voice and engagement conversation through UP for Learning</li> <li>● Rebuilding a culture of fully planned students with 9th and 10 graders are fully scheduled and our 11th and 12th graders are fully planned for their future.</li> <li>● <a href="#">Attendanceworks.org</a> and Panorama articles</li> <li>● Relationship-based mentoring and connection to personalize the check in regarding absences. (Check &amp; Connect). A persistent, caring adult who is non punitive.</li> <li>● Address root causes (transport, health, housing). Removing the concrete barriers.</li> </ul>	<ul style="list-style-type: none"> <li>● Time to redesign the communications with families</li> <li>● Repurposing meeting time between administration, the registrar and attendance clerk</li> <li>● Positive acknowledgments /incentives for students (PLP grant)</li> <li>● Student Support Team continue its work to develop attendance intervention plans for students</li> <li>● Involving community partners to address barriers including jackets, boots, transportation.</li> </ul>

<p>#2 Safe and Healthy Schools</p>	<p>By June 2027, the percentage of students reporting high Self Efficacy on the SEL Survey will increase to 55% .</p>	<p>Data from the Panorama SEL Survey administered 3 times a year through Panorama.</p>	<ul style="list-style-type: none"> <li>● Provide educators with strategies to increase student self efficacy including: <ul style="list-style-type: none"> <li>● Additional tools and training to provide specific targeted feedback and the use of mastery experiences to increase students self efficacy (Bandura)</li> <li>● Fostering student self reflection using academic quality criteria</li> <li>● Process feedback + student goal-setting. Praise effort/strategy; let students track their own growth (Hattie/Dweck).</li> <li>● Create an environment where academic risk-taking feels safe.</li> <li>● Explicit SEL instruction. Name and practice the skills the survey measures (CASEL).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use of articles and student examples during both PLC and PLG time to increase educator skills.</li> <li>● Use student input to inform practices</li> <li>● Use of Panorama SEL Survey to inform interventions and supports</li> <li>● Use of Advisory time for goal-setting.</li> </ul>
<p>#3 Academic Proficiency</p>	<p>By June 2027, the percentage of students meeting or exceeding proficiency on Ren Star Math will increase to 80%.</p>	<p>Data from the Ren Star Math assessment administered 3 times a year.</p>	<ul style="list-style-type: none"> <li>● Continue to schedule freshmen and sophomores for a math class each semester.</li> <li>● Use course specific common assessments to target skills for student call backs.</li> <li>● PLC using the Ren Star results to target skills to reinforce future lessons.</li> <li>● Use the advisory block to create a uniform time and expectation for taking the assessment with a known and trusted adult.</li> <li>● Create testing conditions that help engage students including small-groups, breaks, predictable schedule, and a familiar adult proctor when possible.</li> <li>● Student buy-in via own data. Show growth so the test feels useful, not punitive. Help students set goals and plans for self improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● Focused PLC time examining school/classroom data.</li> <li>● Academic call back time for students</li> <li>● Renaissance/STAR Data</li> <li>● Panorama Student Success Platform</li> </ul>

<p>#4 Academic Proficiency</p>	<p>By June 2027, the percentage of students meeting or exceeding proficiency on Ren Star Reading will increase to 80%.</p>	<p>Data from the Ren Star Reading Assessment administered 3 times a year.</p>	<ul style="list-style-type: none"> <li>• Using common writing strategies across the content areas</li> <li>• PLC using the Ren Star results to target skills to reinforce in future lessons.</li> <li>• Expanding skills of all teachers across disciplines to build student vocabulary, content area reading, writing and analysis skills.</li> <li>• Building common assessments across courses to increase collaboration and intervention.</li> <li>• Use the advisory block to create a uniform time and expectation for taking the assessment with a known and trusted adult.</li> <li>• Create testing conditions that help engage students including small-groups, breaks, predictable schedule, and a familiar adult proctor when possible.</li> <li>• Student buy-in via own data. Show growth so the test feels useful, not punitive. Help students set goals and plans for self improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused PLC time examining school/classroom data.</li> <li>• Academic call back time for students</li> <li>• Renaissance/STAR Data</li> <li>• Panorama Student Success Platform</li> </ul>
<p>#5: College and Career Readiness</p>	<p>By June 2027, 100% of graduating seniors will show that they are college or career ready by graduating with a plan.</p>	<p>All seniors will have a plan for after graduation. This plan will be recorded in Scoir.</p> <p>Collect data relevant to seniors who have done any of the following:</p> <p>Taken the SAT, ACT or ASVAB</p> <p>Early/Dual enrollment</p> <p>Technical Center (<a href="#">LINK</a> Tier 2)</p> <p>WBL class, internships, shadowing or other experiences</p> <p>Enrolled in post secondary training or education or military</p>	<ul style="list-style-type: none"> <li>• Build a structure for all students to create a PLP plan that builds upon the 4 year plan created with their school counselor.</li> <li>• Use profile surveys to help students investigate careers fields</li> <li>• Have school counselors use a push in model to ensure that all students hear about options for WBL, credentialing, career and technical education.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Advisory/study hall time for PLP planning</li> <li>• School counselors continuing to develop curriculum</li> </ul>

**AGENDA ITEM DESCRIPTION: Budget Revote (7.1)**

Current Expense Note, Line of Credit update: The bank is working on this, and a document should be available in July or August.

If a budget for the support of schools for the ensuing year has not been approved on or before June 30 of any year, the school board may borrow funds necessary to enable it to operate the school on a budget of up to 87 percent of the most recently approved school budget.:

**THE SCHOOL BOARD WILL BE ASKED FOR BUDGET GUIDANCE**

The yield number has increased again to 9,401, resulting in a positive impact on the tax rate. In terms of reductions, administration offers the following suggestions:

1 FTE ECO Teacher at BC (This is an elective position, eliminating this program would bring the elective offerings in line with BT)

1 FTE Special Education Coach (This position was created to support teachers who had provisional licenses. New hires are experienced while the need is still there for support, we will provide support to new teachers in an alternative way.)

1 FTE Elementary Teacher ( We will not fill a current opening due to limited experienced candidates. Class size will be on the high side but within School Board Policy limits)

.30 support staff position

Tax Stabilization money: As a place to start the discussion, does the board want to use \$200,000?

- 1) Increase Yield to \$9,401 - Ed Spending per pupil 11.08%. BT tax rate increases 9.95% from the current year (Vote 2, this number was 12.75%), BC tax rate decreases 26.42% from the current year
- 2) Increase yield and decrease budget by 390 K- Ed spending per pupil 10.11%. BT tax rate increases 8.99%, BC tax rate decreases by 27.07%
- 3) Increase yield, decrease budget, and add 200K in tax stabilization funds- Ed spending per pupil 9.62%. BT tax rate increases 8.49%, BC tax rate decreases 27.40%

**Grant writer information**

The average salary for a full-time grant writer in the United States ranges between \$64,000 and \$79,500 per year, depending on the platform data. Estimates from major employment sites break down as follows:

- [Salary.com](#): Reports an average of \$79,518, with most writers earning between \$69,044 and \$88,819.
- [ZipRecruiter](#): Cites a national average of \$66,107, with top earners bringing in up to \$86,500.
- [Indeed](#): Lists an average annual salary of \$64,276.

Factors Impacting Earnings

- Experience Level: Entry-level grant writers usually start around \$45,000 to \$59,500. Senior and expert-level writers can outearn the averages, pulling in \$84,000 to \$120,000+.]Freelance vs. Hourly Rates

Many grant writers work as independent contractors or consultants rather than in-house employees:

- Hourly Rates: Freelancers generally charge \$50 to \$100 per hour if they possess mid-level experience. Highly specialized federal grant experts often charge \$150 to \$250 per hour.
- Project Rates: Independent grant writers often request flat fees per proposal, ranging from \$2,500 to \$6,000 for standard foundation grants, and \$7,000 to \$10,000 for comprehensive federal applications

**This does not include other benefits like insurance, retirement etc**

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**AGENDA ITEM DESCRIPTION: BUUSD Resolutions for VSBA (7.2)**

The Policy Committee has drafted two resolutions in your packet.

**Make a motion to approve forwarding these resolutions to the VSBA Resolution Committee for consideration.**

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**AGENDA ITEM DESCRIPTION: Authorize Superintendent to Approve Federal and State Grants (7.5)**

Annual authorization: A Vermont school board must explicitly authorize the superintendent to approve and accept federal and state grants. Under [16 V.S.A. § 563\(8\)](#), the school board retains the ultimate legal authority and responsibility to manage district funds, but the board is permitted to formally delegate this duty to the superintendent.

**Make a motion to authorize the superintendent to approve and accept federal and state grants.**

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**AGENDA ITEM DESCRIPTION: Annual Designation of Truant Officers and HHB Report Recipients (Policy C10) (7.7)**

Annual requirement to update the Superintendent's recommendation of assignments.

State statute in the packet explaining Truant Officers

HHB Report Recipients is located on the last page of Policy C10

**Make a motion to accept the Superintendent's recommendations of assignment for Truant Officers and HHB Report Recipients.**